

and offset from education In Its narrow sense. Petrie, speaking from observation and experience of Egyptian peasants, says: " The harm is that you manufacture idiots. Some of the peasantry are taught to read and write, and the result of this burden, which their fathers bore not, is that they become fools. I cannot say this too plainly: An Egyptian who has had reading and writing thrust on him Is, In every case that I have met with, half-witted, silly, or incapable of taking care of himself. His intellect and his health have been undermined by the forcing of education." <sup>1</sup> Petrie's doctrine Is that each generation of men of low civilization can be advanced beyond the preceding one only by a very small percentage. He does not lay stress on the stimulation of vanity and false pride. If he is right, his doctrine explains the complaints of " missionary-made men " which we hear from Miss Kingsley and others, and such social results as are described by Becke.<sup>2</sup> Amongst ourselves also the increase of insanity, nervous diseases, crime, and suicide must be ascribed in part to the constant and more intense brain strain, especially in youth. Women also, as they participate more in the competition of life, have to get more education, and they fall under the diseases also. The cases of child suicide are the most startling product of our ways of education. These personal and social diseases are a part of the price we pay for " higher civilization/" They are an offset to education and they go with it. It would be great ignorance of the course of effort in societal matters not to know that such diseased reactions must always be expected.

701. Schools make persons all on one pattern. Orthodoxy.

School education, unless it is regulated by the best knowledge and good sense, will produce men and women who are all of one pattern, as if turned in a lathe. When priests managed schools it was their intention to reach just this result. They carried in their heads ideals of the Christian man and woman, and they wanted to educate all to this model. Public schools in a democracy may work in the same way. Any institution which runs for years in the same hands will produce a type. The examination

<sup>1</sup> *Smithson. Rep.*, 1895, 59<sup>6</sup>-

<sup>2</sup> *Pacific Tales*,